

2003

ADEQUATE YEARLY PROGRESS

PHASE I REPORT

Information Supplement

(A supplement to the 2002 Base AYP Report Information Guide)



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prepared by the
Policy and Evaluation Division
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PREFACE

In July 2003, California's 2002 Base Adequate Yearly Progress (AYP) reports were posted on the California Department of Education (CDE) Web site at <<http://ayp.cde.ca.gov>>. These reports provided schools and districts with their 2002 starting points according to the new federal AYP requirements under the *No Child Left Behind Act of 2001 (NCLB)*. The *2002 Base Adequate Yearly Progress Report Information Guide* was also posted at that time to provide assistance to educators and the public in understanding the 2002 reports. The *2002 Guide* explains the 2002 Base AYP reports and also describes AYP requirements for 2003 and future years.

On August 15, 2003, the 2003 AYP Phase I reports and the 2003 Title I AYP reports will be posted on the CDE Web site at <<http://ayp.cde.ca.gov>>. The 2003 AYP Phase I reports determine whether all schools and districts in California make 2003 AYP for Phase I according to the new NCLB requirements. The 2003 Title I AYP reports show the Program Improvement (PI) status of all Title I schools for Phase I. This document, the *2003 AYP Report Phase I Information Supplement*, provides primarily new information about these reports that is not already available in the *2002 Guide*. Questions about the 2003 AYP Phase I reports should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or <epic@cde.ca.gov>. Questions about the 2003 Title I AYP reports should be directed to the Title I Policy and Partnerships Office at (916) 319-0854 or <pi@cde.ca.gov>.

This *Supplement* summarizes 2003 AYP criteria and 2003 PI requirements, describes how to calculate the 2003 AYP for Phase I, and provides sample 2003 AYP Phase I reports. For more background and detailed information about the 2003 AYP and future reports, please refer to the following sections of the *2002 Base AYP Information Guide*:

- Facts About AYP and AYP Reports
- Brochure: California's Adequate Yearly Progress, No Child Left Behind
- 2003 AYP Criteria and Flow Chart
- AYP Targets, 2003–2014
- NCLB Corrective Actions and Program Improvement Timeline
- Timetable for Implementing NCLB Requirements
- AYP Reporting Cycles
- Questions and Answers About NCLB and AYP
- Glossary of Terms

AYP UPDATE

- The *No Child Left Behind Act of 2001 (NCLB)* is federal legislation that establishes a new definition of Adequate Yearly Progress (AYP) for all schools, districts, and the state beginning with the 2003 AYP criteria. All schools and districts are required to meet all 2003 AYP criteria in order to make AYP. Currently, the consequences of not making AYP apply only to Title I-funded schools and districts. Schools and districts receiving federal Title I funds face NCLB Program Improvement (PI) consequences for not meeting or exceeding the new AYP requirements.
- PI is a formal designation for Title I-funded schools. A Title I school becomes PI if it does not meet AYP for two consecutive years on the same indicator (English-language arts, mathematics, Academic Performance Index (API), graduation rate). There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.
- NCLB establishes a new definition of AYP. However, the term “Adequate Yearly Progress” has been used prior to NCLB to identify schools for PI under prior federal requirements. From 2000–2002, the API was used as the only definition of AYP. In 2003, the definition of AYP changes to the new criteria under NCLB.
- Based on the 2002 AYP status information (using the previous definition of AYP) and on the 2003 AYP reports (using the new AYP criteria), Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–2004 school year. (See “Summary of How PI Status is Determined for Title I Schools” in this document.) Districts will not enter PI until after the 2003–2004 school year.
- Title I schools that are in PI for the 2003–2004 school year must meet the NCLB requirements, as appropriate. The requirements for a PI school increase the longer a school stays in PI. However, **all Title I schools in PI for the 2003–2004 school year must offer choice for their students to attend another public school in the district that is not PI.** The local education agency (LEA) is responsible for the transportation costs for the students. For more detailed information about NCLB requirements for PI schools, see “NCLB Program Improvement Timeline” in this document.

2003 AYP Criteria: Summary of Requirements for Meeting AYP

- For 2003, California’s new definition of AYP encompasses the following four requirements:
 - **Annual Measurable Objectives (AMOs)** – Achievement of the 2003 statewide AMOs on English-language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.

- Elementary schools, middle schools, and elementary school districts must have at least 13.6 percent of students at proficient or above in ELA and 16.0 percent in mathematics.
- High schools and high school districts (with grade levels 9–11 only) must have at least 11.2 percent of students at proficient or above in ELA and 9.6 percent in mathematics.
- Unified school districts and high school districts (with grade levels 2–8 and 9–11) must have at least 12.0 percent of students at proficient or above in ELA and 12.8 percent in mathematics.

The 2003 ELA and mathematics assessments used for the AMOs are the California Standards Tests (CSTs), in grades 2–8; the California Alternate Performance Assessment (CAPA), in grades 2–8 and 10; and the California High School Exit Examination (CAHSEE), in grade 10. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR) program. The use of the CAHSEE as one of the indicators for the AMOs is for school, district, and state accountability as part of NCLB requirements only and does not apply to passing the CAHSEE as a condition of graduation for individual students.

- **Participation Rate** – Achievement of a 95 percent student participation rate on 2003 ELA and mathematics assessments (schoolwide/districtwide and subgroups).
- **API** – Growth in the 2002-2003 Academic Performance Index (API) score of at least one point or a minimum 2003 Growth API of 560 (schoolwide/districtwide).
- **Graduation Rate** – Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.

- All schools and districts are required to meet all 2003 criteria in order to make AYP for 2003.
- Schools or districts with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools or districts must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. The confidence intervals and methodology are provided in a document entitled “Adjusted Percent Proficient Criteria for Under 100 Valid Scores,” which is posted on the CDE Web site at <http://www.cde.ca.gov/ayp>.
- AMOs must be met at the school and district level and by each numerically significant subgroup at the school or district in each content area (ELA and mathematics). “Numerically significant” is defined as 100 students OR 50 students who represent at least 15 percent of the students to be tested (i.e., enrollment on first date of testing). “Subgroups” include the following categories:
 - African American (not of Hispanic origin)
 - American Indian or Alaska Native
 - Asian

- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learner (English Learners plus Re-designated Fluent English Proficient students who have not scored proficient or above on the CST ELA for three years)
- Students with Disabilities (student receives special education services and has a valid disability code)

Reporting will occur for subgroups with at least 11 valid scores, but schools and districts will be held accountable for subgroups of 100 or 50 students who represent at least 15 percent of the students to be tested. For schools or districts with under 100 enrolled, there will be no numerically significant subgroups for participation rate or percent proficient. For schools or districts with under 100 valid scores (but more than 100 enrolled), there will be no numerically significant subgroups for percent proficient.

- A subgroup can be numerically significant for participation rate purposes but not be numerically significant for percent proficient purposes. The reverse of this may also occur. This is because numerically significant is determined separately for each purpose. The determination of a numerically significant subgroup for participation rate is based upon the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. However, the determination of numerically significant for percent proficient calculations is based upon the number of non-mobile students tested in a subgroup and the number of non-mobile students tested in the school.
- Pending legislation (Senate Bill 722) proposes to revise certain API requirements to align with NCLB requirements. The legislation would require the addition of English- language learners and students with disabilities as subgroups; the definition of “numerically significant subgroups” as subgroups with at least 100 valid test scores OR 50 valid test scores and 15 percent of the total valid test scores; and a revision in the definition of school mobility to match the AYP criteria.
- Detailed information about the 2003 AYP criteria is described on pages 11–21 in the *2002 Adequate Yearly Progress Report Information Guide* located on the CDE Web site at <http://www.cde.ca.gov/ayp>. Questions about AYP criteria should be directed to the Educational Planning and Information Center (EPIC) at (916) 319-0863 or epic@cde.ca.gov.

2002 Base AYP and 2003 AYP Reports

- The 2002 Base AYP reports were posted on the California Department of Education (CDE) AYP Web site at <http://ayp.cde.ca.gov> in July 2003. These reports provided schools and districts with their starting points based upon the new definition of AYP and showed how well students performed in 2002 in order to familiarize schools and districts with new AYP requirements. These reports will not change a Title I school's 2001–2002 AYP status that was reported in February 2003 under the previous definition of AYP.
- The 2003 AYP reports will be posted on the CDE AYP Web site at <http://ayp.cde.ca.gov> in three phases:
 - **Phase I** is posted in August 2003 and reports whether schools and districts meet 2003 AYP AMOs and participation rate requirements.
 - **Phase II** will be posted in October 2003 and will report whether schools and districts meet 2003 AYP API and graduation rate criteria.
 - **Phase III** will be posted in December 2003 and will finalize all school and district data and will include reports for schools and districts that corrected demographic data.
- The 2003 AYP reports will be used to determine AYP for all schools and districts, beginning with the Phase I report. The August Phase I AYP reports are used to develop the 2003 Title I AYP reports that are provided in August. The Title I AYP reports identify new and advancing PI schools prior to the start of the 2003–2004 school year. The October Phase II AYP reports will be used to develop the 2003 Title I AYP reports that will be provided in October, which will identify additional new and advancing PI schools that do not make AYP on the Phase II indicators (API and graduation rate). The December Phase III report will be used to develop the 2003 Title I AYP reports that will be provided in December, which will identify additional new and advancing PI school that do not make AYP in Phase III with corrected demographic data.
- The 2003 AYP Phase I reports are based on 2003 data and indicate if the school or district meets all 2003 AYP criteria for Phase I. Schools or districts that **meet all Phase I criteria** will also need to meet all 2003 AYP Phase II criteria in October 2003 when Phase II 2003 AYP reports are posted on the Internet in order to make AYP for 2003. Schools or districts that **do not meet all Phase I criteria** will not make AYP for 2003.
- The CAPA was first administered statewide in the spring of 2003 and is included in the 2003 AYP report. The CAPA is an assessment for students with the most significant cognitive disabilities who are unable to take the STAR tests even with accommodations or modifications. Student results at proficient or above on the CAPA will be counted at proficient or above in a school's or district's AYP calculations. This method of calculation allows for alternate achievement standards by treating the alternate

assessment performance level values as equal to the general education performance level values. The district percentage of students held to alternate achievement standards may not exceed 1.0 percent of all students in the grades assessed. The 2003 AYP Phase I reports will indicate if a district exceeds the 1.0 percent.

- Further information about AYP reports is located on the CDE Web site at <http://www.cde.ca.gov/ayp> or by contacting the Educational Planning and Information Center at (916) 319-0863 or epic@cde.ca.gov.

Program Improvement (PI) Requirements: Consequences of Not Making 2003 AYP

- All schools and districts must meet or exceed the 2003 AYP criteria. Currently, the consequences of not making AYP apply only to Title I schools and districts. The consequences Title I schools and districts face for not meeting AYP criteria are additional federal mandates, such as providing additional required services and/or interventions.
- Concurrent to the release of the 2003 AYP Phase I report on August 15, a “2003 Title I AYP Report” will also be posted on the CDE Web site at <http://ayp.cde.ca.gov>. This report will describe the PI status of a Title I school for 2003–2004 based on prior year AYP status information (using prior year criteria) and on the 2003 AYP reports (using the new criteria). Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–2004 school year. The 2003 Title I AYP reports will be provided for Phase II and Phase III AYP reporting as well. (See also “Summary of How PI Status is Determined for Title I Schools” in this document.)
- **Existing Title I PI schools and new Title I PI schools that do not make AYP based on Phase I will be required to implement all appropriate NCLB mandates immediately upon PI status determination in the 2003 Title I AYP Report.** For more detailed information about NCLB mandates for PI schools, see “NCLB Program Improvement Timeline” in this document.
- Identification as PI or a change in PI status for 2003–2004 could occur in August 2003 based upon the Phase I report, in October 2003 based upon the Phase II report, or in December 2003 based upon the Phase III report.
- For the Phase III report, the application of “safe harbor” may change the 2003 AYP decision for some schools from “no” to “yes” and thereby relieve these schools of the NCLB PI designation.¹ However, school choice and supplemental services (if appli-

¹ The NCLB contains a “safe harbor” provision for alternatively meeting AYP when there is progress moving students from below proficient to proficient. A school, district, or subgroup can make AYP through the safe harbor provision if (1) the percentage of students below proficient decreases by 10 percent over the prior year, and (2) all other AYP criteria are met. For the final AYP reports in December, the CDE will determine if safe harbor provisions apply to a school, district, or subgroup and will calculate whether or not the safe harbor provisions are met.

cable) obligations made to eligible students will be maintained for the balance of the 2003-2004 school year.

- Schools or districts that do not agree with the Title I PI status of their school have the option to file an appeal. The appeal must provide justification for why the school or district disagrees with the identification and must be based on reasons of substantive or statistical error. Districts on behalf of their schools have 10 days to file an appeal. The due date for Phase I appeals is August 29, 2003. A description of the appeals process is provided in a July 18, 2003 letter entitled “Title I Program Improvement: The Consequences of not Making Adequate Yearly Progress” located on the CDE Web site at [<http://www.cde.ca.gov/iasa/titleone/pi/>](http://www.cde.ca.gov/iasa/titleone/pi/).
- Further information about PI status and requirements is located on the CDE Web site at [<http://www.cde.ca.gov/iasa/titleone/>](http://www.cde.ca.gov/iasa/titleone/) or by contacting the Title I Policy and Partnerships Office at (916) 319-0854.

SUMMARY OF HOW PI STATUS IS DETERMINED FOR TITLE I SCHOOLS

Currently, the consequences of not making AYP apply only to Title I-funded schools and districts. Schools and districts receiving federal Title I funds face NCLB consequences as Program Improvement (PI) schools or districts for not meeting or exceeding the new AYP requirements.

PI is a formal designation for Title I-funded schools. A Title I school becomes PI if it does not meet AYP for two consecutive years on the same indicator (English-language arts, mathematics, Academic Performance Index (API), graduation rate). There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

Based on the 2002 AYP status information (using prior year AYP criteria) and on the 2003 AYP reports (using the new AYP criteria), Title I schools may enter PI, remain at the same PI level, advance to a new PI level, or exit PI for the 2003–2004 school year.

Title I Schools Currently in PI

Title I schools currently in PI that made AYP in 2002 (using prior year criteria).¹

If the school makes 2003 AYP for Phase I, the school will exit PI on a preliminary basis and will exit PI status if 2003 AYP criteria are met for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school will advance to the next PI level.

Title I schools currently in PI that did not make AYP in 2002 (using prior year criteria).²

If the school makes 2003 AYP for Phase I, the school will be allowed to stay at the same PI level if 2003 AYP criteria are met for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school will advance to the next PI level.

A detailed chart of PI placement entitled “Placement of Program Improvement (PI) Schools in the 2003–2004 School Year Based on 2002 and 2003 Assessment Results” is located on page 28 of the *2002 Base Adequate Yearly Progress Report Information Guide*.

Title I Non-PI Schools

Title I non-PI schools that made AYP in 2002 (using prior year criteria).³

If the school makes 2003 AYP for Phase I, the school must also meet or exceed 2003 AYP criteria for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, the school may be identified for PI for the 2004–2005 school year if it does not make AYP in 2004.

¹ See letter on CDE Web site at <<http://www.cde.ca.gov/iasa/titleone/pi02letter.html>>.

² *Ibid.*

³ *Ibid.*

Title I non-PI schools that did not make AYP in 2002 (using prior year criteria).⁴

If the school makes 2003 AYP for Phase I, the school must also meet or exceed 2003 AYP criteria for Phase II and Phase III. If the school does not make 2003 AYP for Phase I, Phase II, or Phase III, the school may be identified for PI for the 2003–2004 school year. Identification as a new PI school under NCLB occurs when the school does not make AYP for two consecutive years on the same indicator (English-language arts, mathematics, API, graduation rate).

Requirements for PI identification under NCLB for Title I schools are the following:

- For the AMOs (percent proficient) or Participation Rate indicators, Title I schools that do not make AYP for two consecutive years in the same content area (ELA and mathematics) are identified for PI.
- For the API or Graduation Rate indicators, Title I schools that do not make AYP on the same indicator for two consecutive years are identified for PI.

In order to determine the AMO requirements for two consecutive years, it is necessary to use 2002 Base AYP information for a small number of cases. **For PI identification purposes for the 2003–2004 school year only, the participation rate requirement for 2002 will not be factored into the determination of PI. (This updates the information on page 26 of the 2002 Base Adequate Yearly Progress Information Guide.)** Use of 2002 Base AYP information will occur when a non-PI, Title I school that did not make AYP in 2002 also does not make AYP in 2003. According to California's approved NCLB Accountability Workbook, a school will be identified as PI only on the basis of two consecutive years of not making AYP in the same content area of ELA or mathematics. Because AYP criteria prior to NCLB were based on the API and were not content-area specific, the California Department of Education (CDE) will look to the 2002 Base AYP report to determine if the school did not make AYP in the same content area in 2002 as 2003.

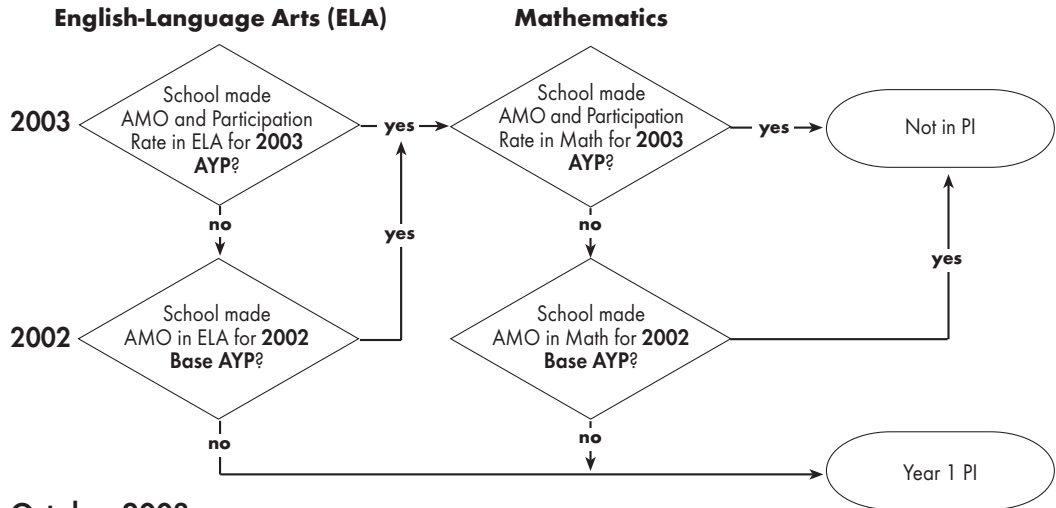
The following flow chart illustrates the process to determine placement in 2003–2004 for these cases. This applies to non-PI, Title I schools only that did not make AYP in 2002 (under the prior AYP definition) and do not make AYP in 2003 that may be newly identified for PI for the 2003–2004 school year.

⁴ *Ibid.*

2003 Program Improvement (PI) Flow Chart

**Non-PI, Title I Schools that did not make AYP in 2002
(per prior AYP definition)**

August 2003:



October 2003:

If a non-PI, Title I school is not identified for PI in August 2003 according to the above process, it will also need to meet or exceed API (Additional Indicator) and Graduation Rate requirements, which will be reported in October 2003. If it does not meet the AYP progress requirements on the API, it will be identified for PI in October 2003.

NCLB Program Improvement Timeline

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
One	Two	Three	Four	Five	Six	Seven
Did Not Make AYP	Did Not Make AYP	Program Improvement		Corrective Action		Restructuring
		Year 1	Year 2	Year 3	Year 4	Year 5
		<ul style="list-style-type: none"> School must revise school plan LEA provides technical assistance Use 10% of funds for staff professional development Offer choice to attend another public school in the LEA that is not PI (LEA is responsible for transportation costs) 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance Use 10% of funds for professional development School choice <p>Add:</p> <ul style="list-style-type: none"> Provide supplemental services to all eligible students and notify parents 	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA identifies school for corrective action and does at least ONE of the following:</p> <ul style="list-style-type: none"> Replaces school staff Implements new curriculum Decreases management authority at school level Appoints outside expert Extends school year or day Restructures school <p>LEA informs parents and public of corrective action and allows comment</p>	<p>Continue:</p> <ul style="list-style-type: none"> LEA technical assistance School choice Supplemental services <p>Add:</p> <p>LEA and site:</p> <ul style="list-style-type: none"> Develop a plan for alternative school governance Provide notice to parents and teachers and allow comment 	<p>Implement Alternative Governance:</p> <ul style="list-style-type: none"> Reopen school as a charter Replace all or most staff including principal Contract with outside entity to manage school State takeover

TALKING POINTS FOR DISTRICTS

Talking points with Options 1 or 2 can be adapted to address the achievement of individual schools based on the 2003 Adequate Yearly Progress (AYP) Phase I reports. School district personnel responsible for working with the media also can refer to the 2002 *Base AYP Information Guide* at <http://www.cde.ca.gov/ayp> for more information about AYP and Program Improvement (PI) requirements.

- The AYP targets required by the new federal requirements are extremely ambitious and set rigorous standards for every school.
- The new definition of AYP adds new federal requirements to the state's accountability system for California's public schools.
- With these new requirements will come new data that we can use to help monitor our schools' progress toward ensuring that all students are learning the academic skills they need to be successful.
- The new definition of AYP establishes 2014 as the deadline for having all students in California demonstrate proficiency in English-language arts and mathematics.
- The purpose of the 2003 AYP Phase I reports is to determine if each of our schools as well as the district as a whole meets Phase I of the new federal AYP requirements. Phase I AYP requires that a minimum percentage of students at each school, each district, and each student subgroup perform at or above the proficiency level in English-language arts and mathematics on state assessments. The minimum percentages are called Annual Measurable Objectives, or AMOs. Phase I also requires that all schools, districts, and student subgroups have a participation rate of at least 95 percent of their students taking the designated state tests. Schools that receive Title I funds may be subject to additional federal requirements if AYP criteria are not met.
- The AMOs and participation rate requirements are based on 2003 results on the California Standards Tests (CSTs), grades 2–8; the California Alternate Performance Assessment (CAPA), grades 2–8 and 10; and California High School Exit Examination (CAHSEE), grade 10. The CAHSEE results used for AYP purposes do not reflect whether or not the student passed the CAHSEE.

Option 1

- Through the outstanding efforts of our staff, students, and parents, (some, many, all) schools in our district met all of the 2003 AYP Phase I criteria. These schools met the 2003 AYP targets for student proficiency in English-language arts and mathematics and for the 95 percent participation rate on the tests. The targets were met schoolwide as well as for each numerically significant subgroup in the school.
- Our schools that met all the Phase I AYP requirements will also need to meet all the Phase II requirements that will be reported in October in order to make AYP for 2003.

- The 2003 AYP Phase II requirements, to be reported in October 2003, require that schools and districts have an API of at least 560 or API growth of at least one point from the 2002 Base API. In addition, high schools or districts with high school students must have growth in their graduation rate of at least one point.

Option 2

- The staff, students, and parents at (some, many, all) schools in our district are to be commended for partially meeting the 2003 AYP Phase I criteria. These schools met (most, many, some) 2003 AYP targets for student proficiency in English-language arts and mathematics and for the 95 percent participation rate on the tests. However, because they did not meet all the requirements, these schools did not make AYP for 2003.

- Schools in our district that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. Schools that are identified as Program Improvement (PI) must offer school choice with paid transportation to students for the 2003–2004 school year to attend another public school in the district that is not PI. Some schools in PI may also need to provide supplemental services to eligible students in the school.

- We will be notifying parents and staff of Title I schools that are subject to additional federal requirements.

- Our immediate challenge is to help all parents, students, staff, and community members understand the new AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years.

- Our schools will be scheduling a series of informational meetings about the AYP in the fall and preparing explanatory information for our back-to-school mailings for parents.

SAMPLE PRESS RELEASE FOR DISTRICTS

“One (several, many, all) of our schools met all (some) of the new federal 2003 Adequate Yearly Progress (AYP) targets for the first phase of reporting,” Superintendent _____ said today as (he or she) announced results of the 2003 AYP Phase I reports. “These schools met AYP targets for student proficiency in English-language arts and mathematics and for the 95 percent participation rate on the 2003 California Standards Tests (CSTs), grades 2–8; the California Alternate Performance Assessment (CAPA), grades 2–8 and 10; and the California High School Exit Examination (CAHSEE), grade 10. The targets were met schoolwide as well as for each numerically significant subgroup in the school. The AYP targets required by the new federal requirements from 2003 through 2014 are extremely ambitious and set rigorous standards for every school and the district.”

New federal requirements for accountability in the *No Child Left Behind (NCLB)* legislation mandate that all students in kindergarten through grade 12 meet state academic achievement standards for English-language arts and mathematics by 2014. Districts and schools in each state must demonstrate “adequate yearly progress” (AYP) toward meeting that goal.

To meet NCLB requirements in California, it was determined that the new federal AYP requirements would be added to the current school accountability system, established by state law in 1999. The Academic Performance Index (API) will continue to be calculated and reported annually, and rankings will still be provided. Progress on the API will also be one of the new AYP requirements.

“The administrators, teachers, support staff, and parents at our schools are to be commended for the continuing efforts they make to move all students toward higher levels of proficiency in reading, writing, mathematics, and other important academic subjects,” Superintendent _____ said. “California’s increasingly diverse student population creates a major challenge for schools, one our educators work extremely hard to meet.”

“The purpose of the 2003 AYP Phase I reports is to determine if each of our schools as well as the district as a whole meets the first phase of new federal AYP requirements,” _____ noted. “Schools that have met all 2003 AYP criteria for Phase I have met the first part of the 2003 criteria. Phase I AYP requires that a minimum percentage of students at each school, each district, and each student subgroup perform at or above the proficiency level in English-language arts and mathematics on state assessments. The minimum percentages are called Annual Measurable Objectives, or AMOs. Phase I also requires that all schools, districts, and student subgroups have at least 95 percent of their students take the designated state tests, called the participation rate. Schools will also have to meet or exceed Phase II criteria in October in order to make AYP for 2003. The 2003 AYP Phase II requirements, to be reported in October 2003, require that schools and districts have an API of at least 560 or API growth of at least one point from the

2002 Base API. In addition, high schools or districts with high school students must have growth in their graduation rate of at least one point. Schools that receive federal Title I funds and have not met AYP targets for two consecutive years are subject to additional federal requirements.”

The additional federal requirements include identification as a Program Improvement (PI) school, and offering school choice to students to attend another public school in the district that is not PI for the 2003–2004 school year. Transportation costs are to be paid by the district. Some PI schools must provide supplemental services to eligible students in the school.

“We will be notifying parents and staff of Title I schools that are subject to additional federal NCLB requirements,” _____said.

“Our immediate task is to help all parents, students, staff, and community members understand the new AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years,” Superintendent _____ concluded. “Our shared goal is that no child is left behind.”

AYP SUMMARY TIMELINE

August 2003

2003 Adequate Yearly Progress (AYP) **Phase I** Reports posted on the California Department of Education (CDE) AYP Web site at <http://ayp.cde.ca.gov>. These reports include AMOs and participation rates.

2003 **Title I** AYP Reports posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports include the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed by August 29; final decision will be made by September 12.

2003 data review process letter mailed to districts, charter schools, and county offices of education. Deadline for correcting demographic data through Educational Testing Service, the testing contractor, will be early October. 2003 AYP Phase I reports for schools or districts correcting data will be flagged, but data will not be suppressed.

October 2003

2002–2003 Academic Performance Index (API) Growth Reports posted on the CDE API Web site at <http://api.cde.ca.gov>.

2003 AYP **Phase II** Reports posted on the CDE AYP Web site at <http://ayp.cde.ca.gov>. These reports include graduation rate, API, and summary of Phase I results.

2003 **Title I** AYP Reports posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports update the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed within 10 days of the report.

December 2003

Final 2002–2003 API Growth Reports posted on the CDE API Web site at <http://api.cde.ca.gov>.

2003 AYP **Phase III** Reports posted on the CDE AYP Web site at <http://ayp.cde.ca.gov>. These reports include final data for schools and districts, including those that corrected demographic data.

2003 **Title I** AYP Reports posted on the CDE Web site at <http://ayp.cde.ca.gov>. These reports update the 2002 and 2003 AYP status of all Title I schools. Appeals of status must be filed within 10 days of the report.

January 2004

2003 API Base Reports posted on the CDE API Web site at <http://api.cde.ca.gov>.

CALCULATING THE 2003 AYP PHASE I

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CALCULATING THE 2003 AYP PHASE I

Introduction

The 2003 Adequate Yearly Progress Phase I report for a school or a district is derived from the 2003 test results of three sources: (1) the California Standards Tests (CSTs) in English-language arts (ELA) and mathematics, grades 2–8, (2) the California High School Exit Examination (CAHSEE) in ELA and mathematics, grade 10, and (3) the California Alternate Performance Assessment (CAPA) in ELA and mathematics, grades 2–8 and 10. The CSTs and the CAPA are part of the Standardized Testing and Reporting (STAR) program.

The current proficient levels on the CSTs and CAPA will serve as the proficient level for AYP. The State Board of Education (SBE) adopted a scale score cut point for CAHSEE ELA of 387 and CAHSEE mathematics of 373 to serve as the proficient level for AYP.¹

For the 2003 AYP report, a school's type (elementary, middle, or high) is the same school type as that used for the 2002 Base AYP report. The criteria for defining school type for 2002 and 2003 AYP were established by the California Department of Education (CDE) for the 2002–2003 Academic Performance Index (API) reporting cycle and are described on the CDE Web site at <http://www.cde.ca.gov/psaa/api/api0203/baselschdsgn.htm>. A district's type (elementary, high school, or unified) for the 2003 AYP report is also the same type as that used for the 2002 Base AYP report. Questions concerning school or district type should be directed to the Educational Planning and Information Center (EPIC) of the CDE at (916) 319-0863 or epic@cde.ca.gov.

The 2003 AYP reports will show whether a school or district makes AYP for 2003 according to the new federal No Child Left Behind (NCLB) requirements. The 2003 AYP reports occur in three phases. Phase I, reported in August 2003, includes results of the 2002–2003 statewide testing and shows if a school or district meets the 2003 Annual Measureable (AMOs) and participation rate requirements. Any school or district that does not meet all 2003 Phase I criteria for AMOs and participation rate will not make AYP. Title I schools in Program Improvement (PI) or Title I schools that do not make AYP in 2003 for Phase I and will enter PI for the first time in 2003–04 will be required to implement all appropriate NCLB mandates immediately.

Schools or districts that meet all 2003 Phase I criteria will still need to meet all 2003 AYP Phase II criteria in October 2003 when Phase II 2003 AYP reports are reported. Phase II will show if a school or district meets the API as additional indicator and graduation rate requirements.

The following three charts show the calculation rules for the inclusions/exclusions, participation rate, and percent proficient for the 2003 AYP Phase I report. These decision rules may not always match API and/or the 2002 AYP decision rules. The rules are applied to each content area (ELA or mathematics) separately.

¹ These rigorous CAHSEE cut scores are for NCLB purposes only and will not be used to determine passing scores on the CAHSEE for individual students.

2003 AYP Inclusion/Exclusion Rules

Inclusion/Exclusion	Rule
Mobility	CST and CAPA
	<ul style="list-style-type: none"> ■ If the student was continuously enrolled in a school from the 2002 October CBEDS collection date to the testing date, the student is counted in the school AYP calculation. If the student attended more than one school within a district, but was enrolled in the district since the October CBEDS date, the student is counted in the district AYP calculation.
	CAHSEE
	<ul style="list-style-type: none"> ■ Due to problems with the data, the mobility rules for Phase I and Phase II will be different from Phase III. For the Phase I and Phase II reports, if a student was continuously enrolled in the school for the prior year, the student will be counted in the school AYP calculation. If the student was continuously enrolled in the district (but not in the same school) for the prior year, the student will be counted in the district AYP calculation. For the Phase III reports, if the student was continuously enrolled in the district from the 2002 October CBEDS collection date to the testing date, the student is counted in the school AYP calculation and in the district AYP calculation. In 2004, when the additional mobility data are collected, the mobility rule will match the CST and CAPA rule.
	CST, CAPA, and CAHSEE
	<ul style="list-style-type: none"> ■ All students will be counted in the state AYP calculation.
Out-of-Level	Scores of students tested out-of-level on the CST or CAPA are included in the percent proficient calculation and assigned a performance level of "Not Proficient." Out-of-level testing does not apply to CAHSEE.
Accommodations/ Modifications	CST and CAHSEE <ul style="list-style-type: none"> ■ Scores of students tested with accommodations (Category 2) are included in the percent proficient calculation with no adjustments. ■ Scores of students tested with modifications (Category 3) are included in the percent proficient calculation and assigned a performance level of "Not Proficient." Accommodations/modifications do not apply to CAPA.
Student records with no scores	CST and CAPA <ul style="list-style-type: none"> ■ Exemption (Code 98), Parent Exemption Student records with no score due to parent exemption are included in the denominator of the participation rate. This means that the higher the number of parent exemptions, the lower the participation rate (all else being equal). ■ Blank Test (Code 91), Did not Attempt, No Marks in a content area "Student was absent for the entire testing window" is NOT marked: The student record is counted as tested and assigned a performance level of "Not Proficient." "Student was absent for the entire testing window" is marked: The student record is not counted as tested and is not included in the percent proficient. ■ Incomplete (Code 99), Did Not Attempt, Some Marks in a content area Student records with no score but some marks in a content area are counted as tested and assigned a performance level of "Not Proficient." CAHSEE, grade 10 <ul style="list-style-type: none"> ■ Grade 10 student records with no marks in a CAHSEE content area is not counted as tested and is not included in the percent proficient calculation.
Irregularities	A student record showing a student or adult test irregularity is included as tested and assigned a performance level of "Not Proficient."

NOTE: In November 2002, the State Board of Education clarified policies for out-of-level testing, accommodations, and modifications for all statewide tests beginning with the 2003 spring testing. These policies are described according to Categories 1, 2, or 3 and are posted on the CDE Web site at <http://www.cde.ca.gov/spbranch/sed/resource.htm>.

2003 AYP Percent Proficient Calculation

The percent proficient is calculated in each content area (English-language arts and mathematics) for each school and district and for each numerically significant subgroup.

Formula for 2003 AYP Percent Proficient

Sum of the number of **non-mobile students performing at Proficient or Above** on
CST, grades 2-8; CAHSEE, grade 10; and CAPA, grades 2-8 and 10

Sum of the number of **valid scores** on
CST, grades 2-8; CAHSEE, grade 10; and CAPA, grades 2-8 and 10

NOTES:

- Calculations are shown for the numerator after inclusion/exclusion rules are applied.
- Number of valid scores is the number of non-mobile students counted as tested.
- The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

2003 AYP Participation Rate Calculation

The participation rate is calculated in each content area (English-language arts and mathematics) for each school and district and for each numerically significant subgroup.

Formula for 2003 AYP Participation Rate

Sum of the **number tested** on
CST, grades 2-8; CAHSEE, grade 10; and CAPA, grades 2-8 and 10

STAR enrollment first day of testing, grades 2-8 and 10

NOTES:

- Number tested includes student records with a score plus student records with a Code 99 (Code 99 = Incomplete, Did Not Attempt Some Marks) and some records with a Code 91 (Code 91 = Blank Test, Did Not Attempt, No Marks). See Inclusion/Exclusion rules on previous page.

Example: Elementary or Middle School or Elementary School District

This section provides an example of 2003 Adequate Yearly Progress (AYP) Phase I calculations for an elementary or middle school or an elementary school district. These school and district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The elementary school in this example has students in grade levels 2–8** to illustrate the calculation for a school with test results from the California Standards Test (CST), grades 2–8 and the California Alternate Performance Assessment (CAPA), grades 2–8. The elementary school in this example has test results from grades 2–8 only. However, if an elementary school, or middle school has test results from any of grades 2–8 and 10, those results would be included in the calculation.

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CST and CAPA, grades 2–8, determine the number of students scoring within prescribed performance levels. In this example for English-language arts (ELA), 45 students scored Advanced, 97 students scored Proficient, 137 students scored Basic, 146 students scored Below Basic, and 162 students scored Far Below Basic.

California Standards Test (CST), Gr. 2–8 and California Alternate Performance Assessment (CAPA), Gr. 2–8

A		B
CST and CAPA Performance Levels		Number of Pupils in Each Level
English Language Arts (ELA)		
5	Advanced	45
4	Proficient	97
3	Basic	137
2	Below Basic	146
1	Far Below Basic	162

- **Step 2:** Sum the number of students who scored Advanced and the number of students who scored Proficient. In this example for ELA, 142 students scored Advanced or Proficient.

**California Standards Test (CST), Gr. 2–8 and
California Alternate Performance Assessment (CAPA), Gr. 2–8**

A		B	C	
CST and CAPA Performance Levels		Number of Pupils in Each Level	Number of Pupils in Combined Levels	
English Language Arts (ELA)				
5	Advanced	45	142	Proficient or Above
4	Proficient	97		
3	Basic	137	445	
2	Below Basic	146		
1	Far Below Basic	162		
Totals:			587	

- **Step 3:** Determine the percent proficient by dividing the results of Step 2 (142) by the total number of students tested at the school (587). In this example for ELA, 24.19 percent of students at the school scored Proficient or Above. This percent is **not rounded up** and is reported as 24.1 percent.

California Standards Test (CST), Gr. 2–8, and California Alternate Performance Assessment (CAPA), Gr. 2–8			Total CST + CAPA	
A	B	C	D	E
CST and CAPA Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	Percent of Pupils in Combined Levels	Percent Proficient or Above
English Language Arts (ELA)				
5	Advanced	45	24.1%	24.1%
4	Proficient	97		
3	Basic	137	75.9%	
2	Below Basic	146		
1	Far Below Basic	162		
Totals:		587	100.0%	

In this example, the school met its schoolwide AMO for Percent Proficient or Above. This is because the school has 24.1 percent Proficient or Above for English-language arts, which is greater than the target AMO of 13.6 percent for elementary or middle schools or elementary school districts.

- **Step 4:** Repeat Steps 1–3 for mathematics.
- **Step 5:** Repeat Steps 1–4 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the schoolwide participation rate for a content area by dividing the number of students tested, grades 2–8, by the STAR total enrollment on the first day of testing, grades 2–8. The percent obtained is **not rounded up**. In this example for ELA, the school would have met its target because 97.0 percent is greater than the 95.0 percent target requirement for AYP. (See example on next page.) The elementary school in this example has test results from grades 2–8 only. However, if an elementary school or middle school has test results from any of grades 2–8 and 10, those results would be included in the calculation.
- **Step 2:** Repeat Step 1 for mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: Elementary or Middle School or Elementary School District

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Standards Test (CST), Gr. 2-8, and California Alternate Performance Assessment (CAPA), Gr. 2-8, 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CST + CAHSEE + CAPA		2003 AYP AMOs
A	B	C	D	E	F	G	
CST and CAPA Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Percent of Pupils in Combined Levels	Percent Proficient or Above	
English Language Arts (ELA)							
5 Advanced	45	142	Proficient or Above	0	24.1%	24.1%	13.6%
4 Proficient	97						
3 Basic	137						
2 Below Basic	146	445	Not Proficient	0	75.9%	75.9%	
1 Far Below Basic	162						
Totals:		587		0	100.0%	100.0%	
Mathematics							
5 Advanced	54	140	Proficient or Above	0	23.5%	23.5%	16.0%
4 Proficient	86						
3 Basic	144						
2 Below Basic	147	454	Not Proficient	0	76.5%	76.5%	
1 Far Below Basic	163						
Totals:		594		0	100.0%	100.0%	

Participation Rate

Numerator	Denominator	A ÷ B	C
CST, CAHSEE, and CAPA Number of Pupils Tested, Gr. 2-8, 10			
School's Participation Rate			
2003 AYP Criteria			
English Language Arts (ELA)			
587	605	97.0%	95.0%
Mathematics (Math)			
594	605	98.1%	95.0%

The elementary school in this example has test results from grades 2-8 only. However, if an elementary school or middle school has test results from any of grades 2-8 and 10, those results would be included.

Note:

This example shows the calculations for schoolwide or districtwide only. The same methodology is applied to each numerically significant subgroup at the school or the district.

Percents are rounded down. Participation rates are capped at 100%

Example: High School or High School District (with grade levels 9–11 only)

This section provides an example of 2003 AYP Phase I calculation for a high school or a high school district (with grade levels 9–11 only). These school and district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The high school in this example has students in grade levels 9–11** to illustrate the calculation for a school with grade 10 California High School Exit Examination (CAHSEE) and grade 10 California Alternate Performance Assessment (CAPA) results only.

The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

Annual Measurable Objectives (AMOs) – Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CAHSEE grade 10, determine the number of students scoring within prescribed performance levels. In this example for ELA, 98 students scored Proficient or Above and 269 pupils scored Not Proficient.

California High School Exit Examination (CAHSEE), Gr. 10

D CAHSEE Performance Levels	E Number of Pupils in Combined Levels
English Language Arts (ELA)	
Proficient or Above	98
Not Proficient	269
Totals:	367

- **Step 2:** Apply inclusion/exclusion rules. Using the results of the CAPA, grade 10, determine the number of students scoring within prescribed performance levels. In this example for ELA, 4 students scored Advanced, 3 students scored Proficient, 1 student scored Basic, 1 student scored Below Basic, and 0 students scored Far Below Basic.

California Alternate Performance Assessment (CAPA), Gr. 10

A		B
CAPA Performance Levels		Number of Pupils in Each Level
English Language Arts (ELA)		
5	Advanced	4
4	Proficient	3
3	Basic	1
2	Below Basic	1
1	Far Below Basic	0

- **Step 3:** Sum the number of students who scored Advanced and the number of students who scored Proficient. In this example, 7 students scored Advanced or Proficient.

California Alternate Performance Assessment (CAPA), Gr. 10

A		B	C	
CAPA Performance Levels		Number of Pupils in Each Level	Number of Pupils in Combined Levels	
English Language Arts (ELA)				
5	Advanced	4	7	Proficient or Above
4	Proficient	3		
3	Basic	1	2	
2	Below Basic	1		
1	Far Below Basic	0		
Totals:			9	

- **Step 4:** Sum the number of students who scored Proficient or Above on the CAHSEE and the number of students who scored Advanced and Proficient on the CAPA. In this example for ELA, 105 students at the school scored Proficient or Above.

California Alternate Performance Assessment (CAPA), Gr. 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CAHSEE+CAPA
A CAPA Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels
English Language Arts (ELA)					
5 Advanced	4	7	Proficient or Above	98	105
4 Proficient	3				
3 Basic	1	2	Not Proficient	269	271
2 Below Basic	1				
1 Far Below Basic	0				
Totals:		9		367	376

- **Step 5:** Determine the percent proficient by dividing the results of Step 4 (105) by the total number of students tested at the school (376). In this example for ELA, 27.93 percent of students at the school scored Proficient or Above. This percent is **not rounded up**.

California Alternate Performance Assessment (CAPA), Gr. 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CAHSEE + CAPA		
A CAPA Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	C + E Total Number in Combined Levels	F Percent of Pupils in Combined Levels	G Percent Proficient or Above
English Language Arts (ELA)							
5 Advanced	4	7	Proficient or Above	98	105	27.9%	27.9%
4 Proficient	3						
3 Basic	1	2	Not Proficient	269	271	72.1%	
2 Below Basic	1						
1 Far Below Basic	0						
Totals:		9		367	376	100.0%	

In this example, the school met its schoolwide Annual Measurable Objective (AMO) for Percent Proficient or Above. This is because the school has 27.9 percent Proficient or Above for English-language arts, which is greater than the target AMO of 11.2 percent for high schools or high school districts (with grade levels 9–11 only).

- **Step 6:** Repeat Steps 1–2 for mathematics.
- **Step 7:** Repeat Steps 1–3 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the schoolwide participation rate for a content area by dividing the number of grade 10 students tested on the CAHSEE and CAPA by the STAR total enrollment on the first day of testing, grade 10. The percent obtained is **not rounded up**. In this example for ELA, the school would have met its target because 98.4 percent is greater than the target of 95.0 percent. (See example on next page.)
- **Step 2:** Repeat Step 1 for mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: High School or High School District (with grades levels 9–11 only)

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Alternate Performance Assessment (CAPA), Gr. 10		California High School Proficiency Exam (CAHSEE), Gr. 10		Total CAHSEE + CAPA		H
A	B	C	D	E	F	
CAPA Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Percent of Pupils in Combined Levels	2003 AYP AMOs

English Language Arts (ELA)

5 Advanced	4	7	Proficient or Above	98	27.9%	27.9%	11.2%
4 Proficient	3						
3 Basic	1	2	Not Proficient	269	72.1%	72.1%	
2 Below Basic	1						
1 Far Below Basic	0						
Totals:		9		367	100.0%	100.0%	

Mathematics

5 Advanced	2	4	Proficient or Above	144	39.8%	39.8%	9.6%
4 Proficient	2						
3 Basic	3	5	Not Proficient	218	60.2%	60.2%	
2 Below Basic	1						
1 Far Below Basic	1						
Totals:		9		362	100.0%	100.0%	

The high school in this example has test results from grade 10 only. This example also would apply to a high school district (with grades 9–11 only) because the 2003 AYP targets for percent proficient (i.e., 11.2 percent in ELA and 9.6 percent in mathematics) would be the same.

Participation Rate

Numerator		Denominator	
A	B	A ÷ B	C
CAHSEE and CAPA Number of Pupils Tested, Gr. 10			
Total Enrollment, 1st Day of Testing, STAR Gr. 10		School's Participation Rate	
English Language Arts (ELA)		2003 AYP Criteria	
376	382	98.4%	95.0%
Mathematics (Math)			
371	370	100%	95.0%

Note:

This example shows the calculations for schoolwide or districtwide only. The same methodology is applied to each numerically significant subgroup at the school or the district.

Percents are rounded down. Participation rates are capped at 100%

Example: Unified School District or High School District (with grade levels 2–8 and 9–11)

This section provides an example of 2003 AYP Phase I calculation for a unified school district or a high school district (with grade levels 2–8 and 9–11). These district types have been established for the purpose of reporting if schools and districts meet their Annual Measurable Objectives (AMOs). **The high school district in this example has students in grade levels 8–11** to illustrate the calculation for a school district with results from the California Standards Test (CST), California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE).

The scale score cut point for Proficient or Above for CAHSEE ELA is 387. The scale score cut point for Proficient or Above for CAHSEE Math is 373.

Annual Measurable Objectives (AMOs) – Percent Proficient or Above

- **Step 1:** Apply inclusion/exclusion rules. Using the results of the CST, grade 8, and CAPA, grades 2–8 and 10, determine the number of students scoring within prescribed performance levels. In this example for ELA, 32 students scored Advanced, 68 students scored Proficient, 83 students scored Basic, 49 students scored Below Basic, and 73 students scored Far Below Basic.

California Standards Test (CST), Gr. 2–8, and California Alternate Performance Assessment (CAPA) Gr. 2–8, 10

A		B
CST and CAPA Performance Levels		Number of Pupils in Each Level
English Language Arts (ELA)		
5	Advanced	32
4	Proficient	68
3	Basic	83
2	Below Basic	49
1	Far Below Basic	73

- **Step 2:** Sum the number of students who scored Advanced and the number of students who scored Proficient on the CST and CAPA. In this example for ELA, 100 students scored Advanced or Proficient.

**California Standards Test (CST), Gr. 2–8, and
California Alternate Performance Assessment (CAPA) Gr. 2–8, 10**

A		B	C	
CST and CAPA		Number of	Number of	
Performance		Pupils in	Pupils in	
Levels		Each Level	Combined Levels	
English Language Arts (ELA)				
5	Advanced	32	100	Proficient or Above
4	Proficient	68		
3	Basic	83	205	
2	Below Basic	49		
1	Far Below Basic	73		
Totals:			305	

- **Step 3:** Apply inclusion/exclusion rules. Using the results of the CAHSEE, grade 10 determine the number of students scoring within prescribed performance levels. In this example for ELA, 98 students scored Proficient or Above and 269 students scored Not Proficient.

California High School Exit Examination (CAHSEE), Gr. 10

D	E
CAHSEE	Number of
Performance	Pupils in
Levels	Combined Levels
English-Language Arts (ELA)	
Proficient or Above	98
Not Proficient	269
Totals:	367

- **Step 4:** Sum the number of students who scored Advanced or Proficient on the CST and CAPA and the number of students who scored Proficient or Above on the CAHSEE. In this example for ELA, 198 students at the district scored Proficient or Above.

California Standards Test (CST), Gr. 2–8, and California Alternate Performance Assessment (CAPA), Gr. 2–8, 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CST+CAHSEE+CAPA
A	B	C	D	E	C + E
CST and CAPA Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Total Number in Combined Levels
English Language Arts (ELA)					
5 Advanced	32	100	Proficient or Above	98	198
4 Proficient	68				
3 Basic	83	205	Not Proficient	269	474
2 Below Basic	49				
1 Far Below Basic	73				
Totals:		305		367	672

- **Step 5:** Determine the percent proficient by dividing the results of Step 4 (198) by the total number of students tested at the district (672). In this example for ELA, 29.46 percent of students at the district scored Proficient or Above. This percent is **not rounded up** and is reported as 29.4 percent.

California Standards Test (CST), Gr. 2–8, and California Alternate Performance Assessment (CAPA), Gr. 2–8, 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CST + CAHSEE + CAPA		G
A	B	C	D	E	C + E	F	G
CST and CAPA Performance Levels	Number of Pupils in Each Level	Number of Pupils in Combined Levels	CAHSEE Performance Levels	Number of Pupils in Combined Levels	Total Number in Combined Levels	Percent of Pupils in Combined Levels	Percent Proficient or Above
English Language Arts (ELA)							
5 Advanced	32	100	Proficient or Above	98	198	29.4%	29.4%
4 Proficient	68						
3 Basic	83	205	Not Proficient	269	474	70.6%	
2 Below Basic	49						
1 Far Below Basic	73						
Totals:		305		367	672	100.0%	

In this example, the district met its districtwide Annual Measurable Objective (AMO) for Percent Proficient or Above. This is because the district has 29.4 percent Proficient or Above for English-language arts, which is greater than the target AMO of 12.0 percent for unified school districts and high school districts (with grade levels 2–8 and 9–11).

- **Step 6:** Repeat Steps 1–5 for mathematics.
- **Step 7:** Repeat Steps 1–6 for each numerically significant subgroup.

Participation Rate

- **Step 1:** Calculate the districtwide participation rate for a content area by dividing the number of students tested on the CST, CAPA, and CAHSEE, grades 2–8 and 10, by the STAR total enrollment on the first day of testing, grades 2–8 and 10. This percent obtained is **not rounded up**. In this example for ELA, the district would have met its target because 98.3 percent is greater than the target of 95.0 percent. (See example on next page.)
- **Step 2:** Repeat Step 1 for mathematics.
- **Step 3:** Repeat Steps 1–2 for each numerically significant subgroup.

Example: Unified School District or High School District (with grade levels 2–8 and 9–11)

Annual Measurable Objectives (AMOs) — Percent Proficient or Above

California Standards Test (CST), Gr. 2–8, and California Alternate Performance Assessment (CAPA), Gr. 2–8, 10			California High School Proficiency Exam (CAHSEE), Gr. 10		Total CST + CAHSEE + CAPA		H 2003 AYP AMOs
A CST and CAPA Performance Levels	B Number of Pupils in Each Level	C Number of Pupils in Combined Levels	D CAHSEE Performance Levels	E Number of Pupils in Combined Levels	F Total Number in Combined Levels	G Percent Proficient or Above	

English Language Arts (ELA)

5 Advanced	32	100	Proficient or Above	98	198	29.4%	29.4%	12.0%
4 Proficient	68							
3 Basic	83	205	Not Proficient	269	474	70.6%	70.6%	
2 Below Basic	49							
1 Far Below Basic	73							
Totals:		305		367	672	100.0%		

Mathematics

5 Advanced	24	81	Proficient or Above	146	227	34.1%	34.1%	12.8%
4 Proficient	57							
3 Basic	49	221	Not Proficient	216	437	65.9%	65.9%	
2 Below Basic	95							
1 Far Below Basic	77							
Totals:		302		362	664	100.0%		

Participation Rate

Numerator	Denominator	A ÷ B	C
A CST, CAHSEE, and CAPA Number of Pupils Tested, Gr. 2–8, 10	B Total Enrollment, 1st Day of Testing, STAR Gr. 2–8, 10	School's Participation Rate	2003 AYP Criteria

English Language Arts (ELA)

672	683	98.3%	95.0%
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Mathematics (Math)

664	683	97.2%	95.0%
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The unified school district in this example has test results from grades 2–8 and 10. This example also would apply to a high school (with combinations of grades 2–8 and 9–11) because the 2003 AYP targets for percent proficient (i.e., 12.0 percent in ELA and 12.8 percent in mathematics) would be the same.

Note:

This example shows the calculations for schoolwide or districtwide only. The same methodology is applied to each numerically significant subgroup at the school or the district.

Percents are rounded down. Participation rates are capped at 100%

SAMPLE INTERNET REPORTS

Sample Report for 2003 AYP Phase I: Elementary School

Address: go

California Department of Education
 Policy and Evaluation Division

2003 Adequate Yearly Progress (AYP) Phase I Report

Percent Proficient and Participation Rates

School Report

August 15, 2003

School: Big Dipper Elementary
 School Type: Elementary
 District: Polaris Unified
 County: Orion
 CDS Code: 98 -98765 - 9876543

For more details about this report see the
[Explanatory Notes for the 2003 Adequate Yearly Progress \(AYP\) Report.](#)

AYP Reports of other Schools in this District
 ▼
[District AYP Report](#)

School Met All 2003 Adequate Yearly Progress (AYP) Criteria for Phase I? No

Schools with a "Yes" will also need to meet all 2003 AYP Phase II criteria in October 2003 when Phase II AYP data are reported in order to make AYP for 2003.

Schools with a "No" will not make AYP for 2003.

"Yes" displayed above indicates at least one "Yes" or "Yes*" and no "No" or "No*" is displayed in the "Met 2003 AYP Criteria" columns on this report.

"No" displayed above indicates at least one "No" or "No*" is displayed in the "Met 2003 AYP Criteria" columns on this report.

ENGLISH LANGUAGE ARTS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		
			Rate	Met 2003 AYP Criteria		Number	Percent	Met 2003 AYP Criteria
Schoolwide	490	472	96.3	Yes	428	115	26.8	Yes
African American (not of Hispanic origin)	38	32	84.2	N/A	25	4	16.0	N/A
American Indian or Alaska Native	4	3	75.0	N/A	3	N/A	N/A	N/A
Asian	61	60	98.3	N/A	59	17	28.8	N/A
Filipino	5	5	100.0	N/A	5	N/A	N/A	N/A
Hispanic or Latino	212	208	98.1	Yes	191	32	16.7	Yes
Pacific Islander	0	0	0.0	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	159	155	97.4	Yes	145	58	40.0	Yes
Socioeconomically Disadvantaged	323	309	95.6	Yes	280	51	18.2	Yes
English Learner	126	125	99.2	Yes	116	9	7.7	No
Students with Disabilities	68	54	79.4	N/A	52	7	13.4	N/A

MATHEMATICS

GROUPS	Enrollment First Day of Testing	Number of Students Tested	Participation		Valid Scores	Proficient or Above		
			Rate	Met 2003 AYP Criteria		Number	Percent	Met 2003 AYP Criteria
Schoolwide	490	472	96.3	Yes	427	146	34.1	Yes
African American (not of Hispanic origin)	38	33	86.8	N/A	25	4	16.0	N/A
American Indian or Alaska Native	4	3	75.0	N/A	3	N/A	N/A	N/A
Asian	61	60	98.3	N/A	59	24	40.6	N/A
Filipino	5	5	100.0	N/A	5	N/A	N/A	N/A
Hispanic or Latino	212	208	98.1	Yes	191	54	28.2	Yes
Pacific Islander	0	0	0.0	N/A	0	N/A	N/A	N/A
White (not of Hispanic origin)	159	154	96.8	Yes	144	59	40.9	Yes
Socioeconomically Disadvantaged	323	310	95.9	Yes	280	73	26.0	Yes
English Learner	126	125	99.2	Yes	116	23	19.8	Yes
Students with Disabilities	66	55	80.8	N/A	52	8	15.3	N/A

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Sample Report for 2003 AYP Phase I: Elementary School (continued)

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"N/A" means a number or percent is not available due to small numbers tested or small numbers of valid scores in that group. "N/A" in the "Met 2003 AYP Criteria" column means the subgroup is not numerically significant.

"Yes" means the school, district, or subgroup was at or above 2003 targets for 95% participation rate or percent proficient. "Yes*" means the school or district met the adjusted percent proficient criteria for under 100 valid scores. "No" means the school, district, or subgroup was below the 2003 targets for 95% participation rate or percent proficient. "No*" means the school or district was below the adjusted percent proficient criteria for under 100 valid scores. The adjusted percent proficient criteria for under 100 valid scores is posted on the Internet at <http://www.cde.ca.gov/ayp>.

For schools or districts with under 100 enrolled, there will be no numerically significant subgroups.

The number and percent of students at or above proficient are not listed for a school, district, or subgroup if the number of scores is less than 11.

The category of English Learner also includes redesignated fluent English proficient students who have not scored proficient on the California Standards Test in English Language Arts for three years.

2003 AYP Criteria for Schools

In order to make AYP for 2003, a school must meet or exceed all of these Phase I and Phase II requirements.

Phase I (August 2003)

- Percent Proficient or Above in Selected Assessment** (schoolwide and subgroups)

	English-Language Arts	Mathematics
Elementary and Middle Schools	13.6%	16.0%
High Schools	11.2%	9.6%
- Participation Rate in Above Assessments** (schoolwide and subgroups)

	English-Language Arts	Mathematics
	95.0%	95.0%

Phase II (October 2003)

- Academic Performance Index (API)** (schoolwide)

	Growth in the 2002–2003 API of at least one point OR a minimum 2003 Growth API score of 560
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- Graduation Rate** (schoolwide)

High Schools	Improvement in the graduation rate from 2002 of at least .1%
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California Department of Education
Policy and Evaluation Division

August 2003

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Sample Report for 2003 AYP Phase I: Unified District

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California Department of Education
Policy and Evaluation Division

2003 Adequate Yearly Progress (AYP) Phase I Report

Percent Proficient and Participation Rates

District Report
August 15, 2003

District: Polaris Unified
District Type: Unified
County: Orion
CD Code: 98 -98765

For more details about this report see the
[Explanatory Notes for the 2003 Adequate Yearly Progress \(AYP\) Report.](#)

[County List of Schools and Districts](#)
[District List of Schools](#)

District Met All 2003 Adequate Yearly Progress (AYP) Criteria for Phase I? No

Districts with a "Yes" will also need to meet all 2003 AYP Phase II criteria in October 2003 when Phase II AYP data are reported in order to make AYP for 2003.

Districts with a "No" will not make AYP for 2003.

"Yes" displayed above indicates at least one "Yes" or "Yes*" and no "No" or "No*" is displayed in the "Met 2003 AYP Criteria" columns on this report.

"No" displayed above indicates at least one "No" or "No*" is displayed in the "Met 2003 AYP Criteria" columns on this report.

California Alternate Performance Assessment (CAPA)

	Percent of Test Takers	Above 1.0
ENGLISH LANGUAGE ARTS	.7	No
MATHEMATICS	.7	No

Percent of Test Takers is defined as number of test takers on the CAPA divided by STAR enrollment first day of testing.
This percentage should not exceed 1.0 percent of all students in the grades assessed.

ENGLISH LANGUAGE ARTS			Participation			Proficient or Above		
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2003 AYP Criteria	Valid Scores	Number	Percent	Met 2003 AYP Criteria
Districtwide	6,637	6,469	97.4	Yes	5,930	1,919	32.3	Yes
African American (not of Hispanic origin)	580	562	96.8	Yes	491	116	23.6	Yes
American Indian or Alaska Native	45	43	95.5	N/A	36	7	19.4	N/A
Asian	868	853	98.2	Yes	789	224	28.3	Yes
Filipino	83	82	98.7	N/A	69	37	53.6	N/A
Hispanic or Latino	2,872	2,788	97.0	Yes	2,556	676	26.4	Yes
Pacific Islander	18	19	100.0	N/A	11	3	27.2	N/A
White (not of Hispanic origin)	2,108	2,063	97.8	Yes	1,949	853	43.7	Yes
Socioeconomically Disadvantaged	3,490	3,380	96.8	Yes	2,999	645	21.5	Yes
English Learner	1,328	1,288	96.9	Yes	1,174	111	9.4	No
Students with Disabilities	724	619	85.4	No	594	59	9.9	No

MATHEMATICS			Participation			Proficient or Above		
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2003 AYP Criteria	Valid Scores	Number	Percent	Met 2003 AYP Criteria
Districtwide	6,637	6,459	97.9	Yes	5,911	2,416	40.8	Yes
African American (not of Hispanic origin)	580	556	95.8	Yes	481	124	25.7	Yes
American Indian or Alaska Native	45	43	95.5	N/A	36	12	33.3	N/A
Asian	868	852	98.1	Yes	789	356	45.1	Yes
Filipino	83	81	97.5	N/A	68	48	70.5	N/A
Hispanic or Latino	2,872	2,795	97.3	Yes	2,557	846	33.0	Yes
Pacific Islander	18	19	100.0	N/A	11	6	54.5	N/A
White (not of Hispanic origin)	2,108	2,056	97.5	Yes	1,942	1,015	52.2	Yes
Socioeconomically Disadvantaged	3,490	3,385	96.9	Yes	2,999	919	30.6	Yes
English Learner	1,328	1,286	96.8	Yes	1,173	262	22.3	Yes
Students with Disabilities	724	629	86.8	No	601	99	16.4	Yes

Click on the column header to view notes

California Department of Education
Policy and Evaluation Division

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

The 2003 Adequate Yearly Progress (AYP) Phase I results will be posted on the California Department of Education (CDE) Web site on August 15, 2003 at <http://ayp.cde.ca.gov>. The following provides a list of CDE Internet sites and contact offices related to No Child Left Behind (NCLB) and AYP:

Topic	CDE Contact Offices	CDE Web Site
NCLB Title I Accountability and PSAA <ul style="list-style-type: none"> • NCLB Title I Accountability Requirements • Calculation of AYP and API Reports 	Policy and Evaluation Division (916) 319-0869 psaa@cde.ca.gov Evaluation, Research, and Analysis Office (916) 319-0875 epic@cde.ca.gov Educational Planning and Information Center (EPIC) (916) 319-0863 epic@cde.ca.gov	http://www.cde.ca.gov/psaa http://ayp.cde.ca.gov http://www.cde.ca.gov/ayp http://api.cde.ca.gov http://www.cde.ca.gov/psaa/api
NCLB Title I, and Program Improvement (PI) <ul style="list-style-type: none"> • NCLB Corrective Actions for Program Improvement 	School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 pi@cde.ca.gov	http://www.cde.ca.gov/pr/nclb/programs.html
Statewide Assessments <ul style="list-style-type: none"> • STAR – CST and CAT/6 • CAHSEE • STAR – CAPA 	Standards and Assessment Division (916) 445-9441 Testing and Reporting Office (916) 445-8765 High School Exit Exam Office (916) 445-9449 Special Education Division, Assessment, Evaluation, and Support Office (916) 327-3702 star@cde.ca.gov	http://www.cde.ca.gov/statetests/ http://www.cde.ca.gov/statetests/star/index.html http://www.cde.ca.gov/statetests/cahsee/index.html http://www.cde.ca.gov/spbranch/sed/capa/

REFERENCE GUIDE TO THE INTERNET AND CDE CONTACTS

Topic	CDE Contact Offices	CDE Web Site
Low Performing Schools <ul style="list-style-type: none"> • Immediate Intervention/Underperforming Schools Program (II/USP) • High Priority Schools Grant Program (HPSG) • Intervention Assistance • Comprehensive School Reform (CSR) 	<p>School Improvement Division (916) 319-0830</p> <p>School Reform Assistance Office (916) 319-0839 iisp@cde.ca.gov</p> <p>High Priority Schools Office (916) 324-3236</p> <p>Intervention Assistance Office (916) 319-0836</p> <p>School Reform Assistance Office (916) 319-0839</p>	<p><http://www.cde.ca.gov/iisp/></p>
Alternative Accountability System, Alternative Schools Accountability Model (ASAM)	<p>Secondary, Post-Secondary and Adult Leadership Division Educational Options Office, (916) 322-5012 (916) 445-7746 (Robert Bakke) rbakke@cde.ca.gov (916) 323-2564 (Heidi Wackerli)</p>	<p><http://www.cde.ca.gov/psaa/asam/></p>